

ELL Network

The ELL Network is a forum for district personnel responsible for ELL programs and instruction to discuss pertinent issues, share and explore resources, and network with colleagues.

These sessions are the primary means of sharing information throughout the ESU 6 Title III Consortium; however, we welcome all districts and personnel!



October 7, 2010

Details

Date	October 7, 2010 9:00 am – 11:45 pm (discussion continues through lunch, data analysis session following)
Location	ESU 6, Milford, NE
Cost	ESU 6 Title III Consortium –no cost (All expenses are reimbursable through Title III for districts in the ESU 6 Title III Consortium.) Non ESU 6 Title III Consortium -- \$25
2010-11 Sessions	October 7, Milford *January 19, Fremont *April 20, Location TBA

Agenda

9:00 Welcome (purpose, overview, introductions)

Essential Questions:

- How can teachers in mainstream classrooms differentiate for ELLs?
- What kind of support do we, as ELL specialists, need to provide in to help our mainstream teachers serve the ELLs in their classrooms?
- What is our district data telling us about the progress of our ELLs and thus, the success of our instructional programs?

Discussion & Updates:

- Notes from NDE (Terri Schuster & Krista Kjeldgaard)
- Challenges Discussion & Resources Sharing
- Title III Consortium Updates
 - Program Descriptions
 - ELL Manuals (template review)
 - Consortium Monitoring Visit
 - Budget, Allowable Expenses, Requests for Reimbursement
 - PD Opportunities

11:45 Lunch Discussion & Resource Review

12:30 *ELL Data Analysis*



visit our ELL wikispaces

<http://esu6ell.wikispaces.com>

The ESU 7 Title III Consortium is bringing
Bonnie Davis
to ESU 7 on Thursday, October 14, 2010.

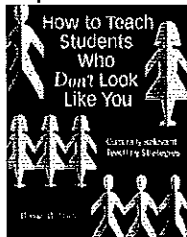
Targeted for Administrators and Classroom Teachers, the session will be at ESU 7, 2657 44th Ave, Columbus from 8:30 AM-3:00 PM in the South Room.

Bonnie will be sharing concrete examples of strategies and directions for implementing them to:

- ★ **Increase the Positive Visibility of Every Student**
- ★ **Build Relationships with Students** to include William Glasser's Two-minute Strategy
- ★ **Build Relationships with Caregivers/Families/Parents**
- ★ **Build Relationships among Staff to Model the Behaviors you Want from Students**
- ★ **Create Support Groups for Students** to include Homework Help/Tutoring Programs, Mentoring Opportunities, College Visits, Achievement Clubs
- ★ **Teach Cognitive Skills to Students**
- ★ **Assess Students Achievement Levels often**
- ★ **Take a Professional and Personal Journey as a Staff Member**



All participants will receive:



- ★ A copy of Bonnie's book: *How to Teach Students Who Don't Look Like You* and handouts
- ★ Strategies and Directions for implementing them in your school and classroom
- ★ Continental Breakfast, Lunch & Snacks

ESU 7 Title III Consortium Members will receive:

- ★ Sub-Pay & mileage from your assigned building to ESU 7 and back (if using personal car)
- ★ Hotel Accommodations: A block of rooms for those consortium members traveling more than 60 miles has been arranged for at the Holiday Inn Express, 524 E 23rd St, Columbus. Please make your own reservation before October 1, asking for the *Bonnie Davis Workshop block*. Remember, if you are not able to keep your reservation, it is your responsibility to cancel it.

Districts/Schools who are not part of the ESU 7 Title III Consortium will be charged a \$65 per participant fee to assist with expenses.

Register at the ESU 7 Website: <http://ns2.esu7.org/>, or by calling Kari Westmeyer at 402-564-5753.



Omaha Public Schools

Department of Curriculum and Learning - Office of English as a Second Language

ESL/Migrant/Dual Language/Refugee Education Fall Conference

Saturday, October 16, 2010

8:30 a.m. -2:00 p.m.

Omaha Public Schools – TAC Building - 3215 Cuming Street, Omaha, NE

Over 70 sessions including the following topics:

- Critical Thinking for All Learners Through Differentiation (Featured Presentation)*
- Preparing ELLs for the NeSA-R • SIOP Model • The LEA Model
- Using Acuity for Instruction • Guided Math Instruction
- Ideas in Reading and Writing for Early Childhood • Programming for Migrant Students
- Working with Refugee Students • Creating a Classroom of Authors
- Language Disability or Difference • Strategic Tutoring • Co-teaching
- Effectively Utilizing the Paraprofessional • Dual Language Programming
- Guided Reading • Effective ESL Resource Programming • Math Literacy for ELLs
- Student Panels • Culturally Relevant Instruction • Teacher-Para Collaboration
- Using Music to Motivate Students • Developing Comprehension Skills
- Students as Writers • How to Use Reader and Writer Workshops
- Writing Ideas that Create Enthusiastic Learners • Connecting with ELL Parents

Featured Presenter*: Wendy Conklin

Wendy Conklin, M.A., is an educational consultant and award-winning author. A former teacher, Wendy now trains other teachers in staff development workshops across the country. She has authored and edited more than 50 educational books. While in her first year of teaching, Wendy quickly became aware that she could not reach all her students with the curriculum that was handed to her. Some of her students struggled to keep up. Others moved ahead way too fast and needed more challenging work. All the students had unique interests. Instead of giving in to despair, she began to look for ways to appropriately challenge all her students so that they could master the important grade-level objectives. The strategies she presents in her workshops represent the fruit of her discoveries.

Courtesy of Teacher Created Materials

- Presentations by vendors of materials for students

Only \$49.00 for Non-OPS Guests. \$19.00 for undergraduate students.

Includes continental breakfast and lunch.

Free for OPS and the Archdiocese of Omaha

You can register on-site as well.



CONFERENCE ANNOUNCEMENT

LOCATION: Marriott Coralville Hotel & Conference Ctr., 300 E. 9th St., Coralville, IA 52241

FEATURED PRESENTERS: *Confirmed for the November 2010 ICLC are...*

★ Aida Walqui	★ Linda New Levine	★ Tonnie Martinez
★ Nancy Cloud	★ Rebecca Freeman-Field	★ Paula Markus
★ Edynn Sato	★ Kathy Olson	★ Megan Foley Nicpon
★ Amy Weinmann	★ Sandra Fernandez	★ Robin Morales-Cabral
★ Roger Rosenthal	★ John Dunkhase	★ Denise Krefting
★ Jane Hill and Ann Lundquist	★ Stephaney Jones-Vo and Shelley Fairbairn	★ Judy Kinley
★ Kouider Mokhtari	★ Jessica Greenwald-O'Brien	★ Mary Smith
★ Jessie Myles	★ Yume Hidaka & Karen Wachsmuth	★ Mary Diaz

CONFERENCE STRANDS:

★ Administrative	★ Adult, Higher Education	★ Assessment
★ Folklife/Culture	★ Early Childhood, Secondary and Elementary	★ General
★ K-12	★ Publishers	★ Newcomers (Migrant, Refugees & Immigrants)
★ Para Professionals		

PRE-CONFERENCE CHOICES - Monday, November 1		Cost
9:00 a.m. to 4:00 p.m. (boxed lunches provided)		
Pre-Conference 1: Jane Hill and Anne Lundquist		\$115
Pre-Conference 2: Linda New Levine		\$115
Pre-Conference 3: Rebecca Freeman-Field (price of book included)		\$150
Pre-Conference 4: Nancy Cloud		\$115
REGISTRATION CHOICES		
Early bird conference registration (Faxed or postmarked on or before 9/15/10)		\$125
Standard conference registration (Faxed or postmarked on or before 10/22/10)		\$140
Late or onsite conference registration (Faxed or postmarked after 10/22/10)		\$190
Full time student registration		\$100
Evening Banquet -Tuesday, November 2 - 6:30 p.m. to 9:00 p.m. at the Marriott		\$ 25
7:00 - 7:45 p.m. - "Brown Otter Singers" ; 8:00 - 9:15 p.m. - "TURKANA"		

FOR MORE INFORMATION, CONTACT: Teresa Angerman, Administrative Assistant by telephone at 712-222-6015 or by e-mail at tangerman@nwaea.k12.ia.us.



The mission of the ICLC is to advocate for culturally and/or linguistically diverse students and their families, educators, and service providers.

ELL PARAPROFESSIONAL ACADEMY:

FACILITATED BY DR. TONNIE MARTINEZ

Join fellow paraprofessionals at a training designed with specific strategies for working with ELL students. Topics covered in this workshop are:

- Para-teacher relationships: You are part of a team!
- Understanding the culturally/linguistically diverse student
- Strengthening the performance of Para-educators working in inclusive classrooms
- Managing students
- Adaptations and modifications of student assignments
- Survival and sanity...some tips from the field

PRESENTER DR. TONNIE MARTINEZ

Tonnie's expertise in teaching ELL has attracted the attention of the Southwest Plains Regional Educational Service Center who recruited her to manage one of the largest Title VII ESL projects in the country. Currently she is an Associate Director of the Center for Intercultural and Multilingual Advocacy and a professor of Secondary Education at Kansas State. Considered a motivator and a mentor, Tonnie consults in school districts across the country and delivers keynote speeches that motivate, inspire, and help professionals to navigate through the challenges of diversity.

DECEMBER 8, 2010

8:30 - 11:30 AM

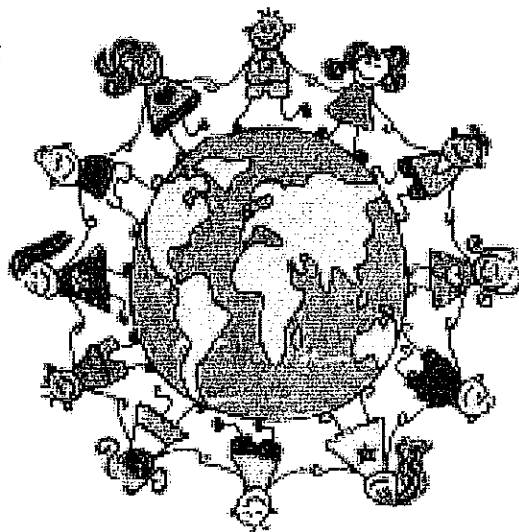
FEE: \$35 ESU 3

\$40 NON-ESU 3

LOCATION:

6949 S. 110TH ST

OMAHA, NE



REGISTRATIONS WILL
ONLY BE ACCEPTED
ONLINE. EMAIL:

REGISTRATION@ESU3.ORG

REGISTRATION
DEADLINE:
NOVEMBER 29, 2010

Sheltered English: Teaching Techniques You Can Use Tomorrow with Dr. Tonnie Martinez

Teachers need immediate strategies for adapting curriculum and content for English Language Learners who are in the regular classroom. Tonnie will share a map to assist you in navigating your students through your content in order to raise academic achievement. This workshop takes an in-depth look at Sheltered English strategies and provides an immediate toolbox to use in your classroom tomorrow!

- ◇ What is sheltered English?
- ◇ SIOP, SDAIE, and other research-based and effective models for improving academic achievement
- ◇ Authentic assessment and test accommodation
- ◇ Curriculum standards, alignment, and the English Language Learner
- ◇ Ideas for adapting content, invigorating lesson plans, and motivating kids for high stakes tests!

Presenter Dr. Tonnie Martinez:

Tonnie's expertise in teaching ELL has attracted the attention of the Southwest Plains Regional Educational Service Center who recruited her to manage one of the largest Title VII ESL projects in the country. Currently an Associate Director of the Center for Intercultural and Multilingual Advocacy at Kansas State University, she is an assistant professor of Secondary Education at Kansas State University.

Tonnie's workshops are high-energy and motivational. She constantly spends time in classrooms at all levels to stay in touch with teachers' needs. She brings lesson plan samples, visuals, simulations, and a wealth of experiences to give workshop participants a toolbox to take back to their classrooms.

December 7, 2010 - 8:30 am - 3:30 pm

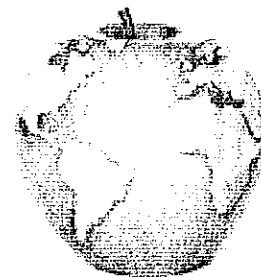
Fee: \$60 - ESU #3 / \$65 - Non-ESU #3

Location: ESU #3 - 6949 S. 110th Street, Omaha, NE

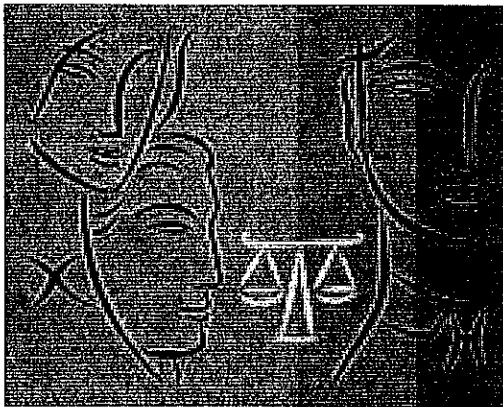
REGISTRATIONS WILL ONLY BE ACCEPTED ONLINE.

EMAIL: registration@esu3.org

Registration Deadline: November 29, 2010



Office of Civil Rights Compliance: Could your school survive an ELL audit?



Dr. Tonnie Martinez
December 8, 2010
12:30-3:30 pm

It only takes one anonymous complaint to bring OCR in for an audit of your district. Dr. Tonnie Martinez, our presenter, has experience with these audits and can advise Superintendents, Principals, Teachers, and Classified Staff through the ins and outs of compliance. This workshop will advise your staff on the systems that need to be in place to insure that English language learners' civil rights are being acknowledged and provided for. Tonnie brings examples and anecdotes of what other schools have had to remedy in order to bring their district into compliance. Her expertise may save you from an audit! History and philosophy of The US Department of Education, The Office of Civil Rights Checklist for district compliance

- What happens if you are audited
- Learning from other districts' mistakes
- What are the roles and responsibilities of Superintendents, Principals, Teachers, and Counselors
- District, Building, and Classroom evaluation
- Technical assistance if you are audited by OCR

Presenter Dr. Tonnie Martinez:

Tonnie's expertise in teaching ELL has attracted the attention of the Southwest Plains Regional Educational Service Center who recruited her to manage one of the largest Title VII ESL projects in the country. Currently an Associate Director of the Center for Intercultural and Multilingual Advocacy at Kansas State University, she is an assistant professor of Secondary Education at Kansas State University. Considered a motivator and a mentor, Tonnie consults in school districts across the country and delivers keynote speeches that motivate, inspire, and remind professionals that navigation through the challenges of diversity is a key to "doing business" today and beyond.

Fee: \$35 - ESU #3 / \$40 - Non-ESU #3

Location: ESU #3 - 6949 S. 110th Street, Omaha, NE

REGISTRATIONS WILL ONLY BE ACCEPTED ONLINE. EMAIL: registration@esu3.org

Registration Deadline: November 29, 2010

Fall 2010

Title III Update

b/b

Important Dates

ELDA Testing Window: **Feb. 14-Mar. 25**

15

- **Student Demographic Data Upload: Dec. 8, 2009**
 - Districts have the opportunity to review the ELL data upload to MI. This is done through the NSSRS ELDA. Districts can view their NSSRS ELDA labels verification submitted Student and School Enrollment Template responsible for entering data on NSSRS to review Report.
 - All students identified as "LEP Eligible" on the NSSRS (95%) will generate Pre-Id labels for ELDA testing. Labels will need to be accurate for so it is important to make sure data is accurate.

Changes for 2011

Security Agreement outlining the proper handling of ELDA will be included in the NeSA Security Agreement this year. This document will have to be signed by each building principal and returned to the Statewide Assessment Office prior to testing.

Accounting for testing materials—all ELDA testing materials must be returned to Measurement Incorporated (MI). Districts are responsible for returning all secure materials. NDE will be notified of any missing test booklets, CDs, TAMs, etc.

Annual Measureable Achievement Objectives (AMAOs)—USDE has approved changes in the way AMAOs are calculated in Nebraska.

- **AMAO 1**, students making progress learning English, will now be calculated using individual student matching scores from one year to the next.
- **AMAO 2**, the number of students proficient in English,—new threshold of 20% has been set for meeting this objective, with increases of 1% in each successive year.
- **AMAO 3**, now based on NeSA data.
- Determinations can be expected in early November.

ELDA-S: ELDA is in the final stages in the process of being shortened.

- Reading will now have 35 items, down from 50-60.
- Writing will remain the same.
- Listening will now have 35 items, down from 50-60.
- Speaking will now have 12 items, down from 16.
- Administration of the test and reports should remain essentially the same. The composite score will remain the most important score for looking at student proficiency progress and will continue to be used for accountability purposes.

- K-2 will remain the same—additional exemplars will be added to aid scoring.

Reminders

- **Special Orders:** MI will be contacting you about special orders like Braille or large print tests. Cassette or CD orders will default to type of media ordered last year. The ELDA Help Desk (888.612.0180, elda@measinc.com) will still be available for questions or additional orders that need to be placed.
- **Districts will need to account for ALL Pre-ID labels.**
 - All Pre-ID labels will need to be affixed to student answer folders. If a student is not tested, a reason needs to be marked on the answer folder under “Official Use Only.”
- **NeSA scoring rules apply to ELDA.** *Please note what results in a waived score and what will be counted as a zero score.*
 - Student no longer enrolled (waived score)
 - Emergency medical waivers will be granted only through the Statewide Assessment Office (waived score)
 - Student misclassified/no longer classified as ELL/LEP (waived score)
 - Parent/guardian/student refusal (zero score)
 - Student absent for entire/partial testing window (zero score)

NeSA Updates

- **NeSA-R:** Translations in Spanish will be available for directions and test items (not content) in both audio and written format. May be ordered for paper/pencil tests only.
- **NeSA-M:** Spanish written translations will be available for both online and paper/pencil versions of the test.
- **Accommodations:** Become familiar with the Accommodations Guides on our website. They are updated periodically.

http://www.education.ne.gov/Assessment/documents/NeSA_Accommodations.pdf

<http://www.education.ne.gov/Assessment/documents/FinalGuideforIncludingandAccommodatingEnglishLanguageLearnersFeb-10.pdf>

NEBRASKA STATE ACCOUNTABILITY (NeSA) APPROVED ACCOMMODATIONS

The purpose of this document is to provide a quick reference for school districts about the following:

1) Test Administration Practices --- Changes or adjustments in test administration that are appropriate for all students.

2) Test Accommodations ---
For students with IEPs or 504 plans: Adjustments or adaptations in the test or the testing process that do not change the test expectation, the grade level, or the construct or content being measured. **Accommodations should only be used if appropriate for the student and used during instruction throughout the year.**

For English language learners: Changes to testing procedures, testing materials, or the testing situation in order to allow the student meaningful participation in an assessment. **Accommodations may be determined appropriate without prior use during instruction throughout the year.**

3) Test Modifications --- Adjustments or changes in the test or the testing process that change the test expectation, the grade level, or the construct or content being measured. **Modifications are not appropriate for state testing.**

Test Administration Practices (appropriate for all students)

I. Test Administration Practices – includes Nebraska State Accountability (NeSA) Reading, Writing, Mathematics, Science

1. Test administrator reads directions aloud for student and rereads as needed.
2. Test administrator provides an audio recording of directions.
3. Test administrator OR student highlights important information in test directions.
4. Test administrator reads, simplifies, explains, or clarifies directions in English or native language.
5. Test administrator provides oral or written directions in native language.
6. Test administrator provides distraction-free space or alternate, supervised location for student (e.g., study carrel, front of room, alternate room).
7. Test administrator provides commercial dictionary (English or bilingual) for NeSA-W test.
8. Student rereads and/or restates directions in his/her own words.
9. Test administrator provides graph paper for NeSA-M.
10. Student uses page marker (e.g., bookmark or straight edge) to maintain place.
11. Student marks test booklet (e.g., highlight, annotate, strike-through).
12. Student reads aloud to self in quiet manner.
13. Student takes test at home or in care facility (e.g., hospital) with district supervision.
14. *These tools are available on the Computerized Assessment and Learning (CAL) online system.

- Chooser – an arrow to mark an answer
- Highlighter – a tool to highlight a passage or item
- Striker – a red line to cross out options
- Eraser -- a tool to erase the highlights or striker marks
- Magnifier
- Mark for Review – a tool that turns items to yellow to be a reminder to return
- Pause/Resume – a button to pause and begin again
- Guideline – a tan bar to keep one's place when reading
- Color overlay

Test Accommodations for Students with IEP or 504 Plan

(includes NeSA reading, writing, mathematics, science)

II. Content Presentation

15.	Test administrator turns pages for student.
	Audio presentation of directions, content, and test items to student (for NeSA-R test, only directions and test items may be read). <ul style="list-style-type: none"> • Test administrator pronounces individual words in directions or test items upon student request. • Test administrator reads test aloud verbatim and rereads as needed. • Test materials are provided on audiotapes, iPods, CDs, etc. (to be used in conjunction with the paper/pencil test) • Audio is computer generated (i.e., screen reader with/without a speech synthesizer).
16.	Student uses specialized presentation of test (e.g., color overlay, colored paper, visual magnification device, large print, tactile graphics, Braille). For NeSA-W, if colored paper is used, please call Statewide Assessment Office for additional information.
17.	Student uses audio amplification device (e.g., audio trainer, hearing aids, classroom amplification).
18.	Student uses acoustical voice feedback device (e.g., WhisperPhone).
19.	Interpreter signs directions, content, and test items to student (for NeSA-R test, only directions and test items may be signed).
20.	Test administrator increases white space on the page (e.g., less print on a page, increased space between items, use of a template to reduce visible print).
21.	Test administrator provides manipulatives to support student understanding of items/response options.
22.	

III. Response

23.	Student responds directly in the test booklet or with a Braille. Test administrator transfers student responses to the answer sheet.
24.	Student uses primary mode of communication (e.g., communication device, pointing).
25.	Student uses computer, word processor, Braille, or specialized writing materials to respond to the NeSA-W test prompt.
	Student responds orally to test items or writing prompt OR uses sign language to indicate responses.
26.	<ul style="list-style-type: none"> • Test administrator records student responses. For NeSA-W test, student must indicate the placement of punctuation, capital letters, indentations, etc. • Student uses speech-to-text conversion or voice recognition technology.

	Student uses material/devices to problem solve or organize thoughts/responses. <ul style="list-style-type: none"> • Computation supports (e.g., calculator, addition/multiplication chart, number line) • Spelling/grammar device • Visual organizer (e.g., graph paper, graphic organizer, semantic mapping software, place marker) • Commercial dictionary (NeSA-M, NeSA-S, NeSA-W)
27.	

IV. Timing/Scheduling/Setting

28.	Test administrator provides extra time for the NeSA-W test.
29.	Test administrator provides multiple and frequent breaks during testing time.
30.	Test administrator provides a flexible testing schedule (if testing schedule exceeds two online test sessions, paper/pencil mode should be used).
31.	Test administrator changes testing location to increase physical access or use of special equipment (e.g., standing work station, wheelchair accessible space, special desks).

IMPORTANT INFORMATION

- 1) Each student's IEP or 504 team should determine the NeSA testing mode (online or paper/pencil) most appropriate for the child. This decision should be conveyed to the District Assessment Contact (DAC) for communication through eDirect.
- 2) Participation in the Alternate assessment is determined by the IEP team and based on "Decision-Making Guidelines."
- 3) All accommodations should be specified in the student's IEP.

Nebraska Department of Education

September 24, 2010

Test Accommodations for English Language Learners

(includes NeSA reading, writing, mathematics, science)

NDE is providing the following Spanish translations in 2010-11:

- NeSA-R – Spanish-translated directions and items in audio and written format (to be used in conjunction with paper/pencil test)
- NeSA-M – Spanish-translated assessment (available in both paper/pencil and online)
- NeSA-W – Spanish-translated prompt
- DISTRICTS **MUST** USE NDE PROVIDED TRANSLATIONS FOR SPANISH.

All Spanish translations are state scored.

V. Direct Linguistic Support with Test Directions

32. Test administrator reads directions aloud in English and rereads as needed.
33. Test administrator reads directions aloud in native language and rereads as needed.
34. Test administrator provides written directions in native language.
35. Test administrator provides translated audio recording of directions in English or native language.
36. Test administrator simplifies, explains, or clarifies directions in English or native language.

VI. Direct Linguistic Support with Content and Test Items

37. Test administrator reads verbatim content and test items to student in English and rereads as needed (for NeSA-R test, only test items may be read).
38. Test administrator provides a translator to orally translate content and test items in native language and rereads verbatim as needed. For NeSA-R test, this applies only to test items.
39. Test administrator provides translated audio recording (e.g., audiotape/CD/iPod) of content and test items in English or native language. For NeSA-R test, this only applies to test items and should be used in conjunction with the paper/pencil test.
40. Test administrator provides a translator to translate content and test items into written native language (for NeSA-R test, this applies only to test items).
41. Test administrator provides bilingual word list (allowed on NeSA-M and NeSA-S).
42. Test administrator provides word-to-word bilingual dictionary (allowed on NeSA-M, NeSA-S, and NeSA-W).
43. Test administrator provides commercial dictionary (English or bilingual) for NeSA-W test.

Student responds orally in his/her native language. A translator records student responses into online system or regular test booklet in English (not allowed on NeSA-W test).

Student responds to NeSA-W prompt in native language (NDE provides writing prompts in Spanish for grades 4, 8, and 11).

VII. Indirect Linguistic Support

46. Test administrator provides extra time for the NeSA-W test. Other NeSA tests are untimed.
47. Test administrator provides multiple and frequent breaks during testing time.
48. Test administrator provides a flexible testing schedule (if testing schedule exceeds two online test sessions, paper/pencil mode should be used).

IMPORTANT INFORMATION

1. Districts may exempt a recently arrived limited English proficient student from the NeSA-R assessment for 12 months or one reporting period. A district must administer the state mathematics, science, and writing tests to recently arrived limited English proficient students.
2. For NeSA, testing in native language is allowable for up to three years.
3. For NeSA-W responses in languages other than English or Spanish, answer documents should be returned to the writing scoring site. The student will be counted as a participant.

No Child Left Behind / American Recovery and Reinvestment Act Monitoring Guide Checklist

Nebraska Department of Education

The No Child Left Behind (NCLB) Monitoring Guide provides the requirements of the programs in the NCLB Consolidated Application and other formula grants funded under this legislation. It is presented as a checklist that can be used by grant recipients to ensure programs are operated in compliance with the law and guidance. The Monitoring Guide will be used for on-site visits, virtual, and desk-audit monitoring. All NCLB programs are also monitored through the application and financial reporting approval processes.

Each district and ESU receiving funds from any of the NCLB formula grants will be monitored at least once every three years with an on-site visit, virtual, or desk-audit. Districts and ESUs with multiple programs may have their review spread over more than one year. Virtual monitoring, via teleconference, is an option for any agency receiving less than \$5,000 and desk-audits are an option for any agency receiving less than \$1,000 in NCLB formula grants.

The proposed schedule for three years is posted on the NDE Federal Programs web page – NCLB. Six to eight weeks in advance of a visit, the district or ESU will be contacted by the NDE reviewer to arrange the details of the monitoring. **After determining the programs to be reviewed, the district or ESU is to complete the appropriate sections of the Monitoring Checklist and submit to the reviewer (at least one week prior to the scheduled visit).** The form is designed to identify areas where technical assistance may be needed as well as options for documentation to support compliance with the requirements. NDE is requiring that some pieces of evidence/documentation be submitted prior to or during the monitoring visit. These items are indicated on the checklist with grayed boxes. All other documentation should be available for review during the visits, but need not be submitted. Agencies that elect to do a desk-audit or virtual monitoring may need to submit additional documentation as requested by the reviewer.

On-site visits will include a review of documentation and a meeting with appropriate program directors or staff members. Depending on the programs being reviewed, this may also include nonpublic school staff, multi-district project members, parents, and representatives of other agencies. All participants to be involved in the visit will be identified during preliminary planning by the agency and the reviewer.

Following the review, the agency will have 30 days to submit any documentation or evidence that was not available during the review. The agency will receive a written report within 30 days of the review or 60 days if additional evidence was submitted. If a review report includes a finding of non-compliance, a plan for correcting the issue is required within 30 days of recipient of the report and may involve a follow-up visit.

Nebraska NCLB Compliance Monitoring Guide Checklist

Criteria	Options for Documentation	District / ESU Response			NDE Response
		Yes	No	NA	
					Comments

Section 9. Title III – Language Acquisition (Limited English Proficient and Immigrant Education)

Financial Management—					
1. Not more than 2% of the available funds are used for administration.	✓ Accounting records ✓ District procedures				
§ 3115(b)					
Supplement Not Supplant--					
1. The district has demonstrated that services provided with Title III funds are in addition to services that students would otherwise receive from State, local, or other federal funds.	✓ Evidence that the district has not reduced State or local funds expended to implement language instruction program based on the amount of Title III funds the District receives. ✓ District can document the "core" language services and that Title III is supplemental to those services				
§ 3115(g)					
2. What funds does the district use to pay for the costs of administration, scoring, or reporting of English language proficiency assessment, and materials or equipment related to the administration of language proficiency assessments (for identification and/or annual proficiency)? [Title III funds may not be used for these purposes]	✓ Budget records ✓ Personnel records ✓ Purchase orders				
§ 1111(b)(7) and 3113(b)(2)					
Program Services—					
1. A language instruction education program model has been implemented.	✓ District ELL manual ✓ Intensity/duration of services to ELL students				
§ 3115(c)(1)					
2. The education program is based on scientific research.	✓ Evidence of scientific research				
§ 3115(c)(1)					

NCLB Compliance Monitoring Guide Checklist

Page 39 of 45

NDE is requiring some pieces of evidence/documentation to be submitted prior to or during the monitoring visit. These items are indicated on the checklist with grayed boxes.

NDE KEY: DE = Documentation Exists and must be available for review; ND = No Documentation; TA = Technical Assistance Needed; NA = Not Applicable

September 2009

Nebraska NCLB Compliance Monitoring Guide Checklist

Criteria	Options for Documentation	District / ESU Response			NDE Response Comments
		Yes	No	NA	
3. Teachers providing services to LEP students in programs supported with Title III funds are fluent in English and in any other language used in the instructional program. § 3116(c)	✓ District procedures or language assessment				
4. Specific exit criteria have been established to determine when students are no longer classified as ELL. § 3121(a)(3); Office for Civil Rights	✓ District ELL manual or written exit criteria				
5. The district has delineated the authorized activities chosen for meeting the purposes of Title III. § 3115	✓ The two required activities being implemented <ul style="list-style-type: none"> • Professional development • Language instruction based on scientific research ✓ The district has delineated the authorized activities chosen and how they were determined to be effective in achieving the goals of the application.				
—Parental Notification / Involvement—					
1. The district has sent Parental Notification letters to comply with Section 3302. § 3302(a)	✓ Copy of parental notification letters, in an understandable language, including date sent				
2. The district promotes parental and community participation in programs for limited English proficient children. § 3116(b)(4) ; § 3302(e)	✓ Evidence of types of parental involvement				
—Language Assessment—					
1. The district has assessed ELL students who are new to the district. Office for Civil Rights (November 1990)	✓ Listing of new students assessed ✓ Name of language test administered				

Nebraska NCLB Compliance Monitoring Guide Checklist

Criteria	Options for Documentation	District / ESU Response			NDE Response Comments
		Yes	No	NA	

2. The district has assessed ELL students annually in the areas of listening, speaking, reading, and writing to determine progress in learning English. § 3116(b)(3)(C)	<ul style="list-style-type: none"> ✓ Listing of student assessment results ✓ Name of language test administered 				
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—Professional Development—					
1. Professional development is designed to improve the instruction and assessment of limited English proficient students. § 3115(c)(2)	<ul style="list-style-type: none"> ✓ Listing of professional development workshops offered/attended 				
2. Workshops have been of sufficient intensity and duration. § 3115(c)(2)(D)	<ul style="list-style-type: none"> ✓ Listing of professional development workshops offered/attended 				

—Private School Participation—					
1. Coordination between the district and private schools for ELL students. § 9501	<ul style="list-style-type: none"> ✓ Copy of Memorandum of Understanding or other evidence of collaboration/coordination of services ✓ Minutes or other documentation of consultation regarding equitable participation of Limited English Proficient (LEP) students, their teachers, or other educational personnel and timeline when services began ✓ The number of eligible LEP students participating in each private school ✓ Documentation of how the need of LEP students and their teachers were identified and met 				

Nebraska NCLB Compliance Monitoring Guide Checklist

Criteria	Options for Documentation	District / ESU Response			NDE Response
		Yes	No	NA	
—Consortium—					
1. A Memorandum of Understanding or other documentation outlines the services and products funded by Title III will be provided to the participating school districts. <i>Nebraska Grant Management Guidance and Requirements</i>	<input checked="" type="checkbox"/> Copy of Memorandum <input checked="" type="checkbox"/> All consortium members have signed the Memorandum				
—Immigrant Education Programs—					
1. The district annually takes a count of the number of immigrant children and the number of children served under this program. § 3114(d)(1)	<input checked="" type="checkbox"/> Data on number served <input checked="" type="checkbox"/> Documentation to support counts submitted				
2. The district/ESU provides appropriate services to immigrant children. § 3115(e)	<input checked="" type="checkbox"/> Documentation as to services/programs provided (anecdotal/budget information)				